



THE USE OF ECONOMIC TERMINOLOGY IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION THROUGH DIGITAL TECHNOLOGIES

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Abstract

This article examines the role of economic terminology in foreign language teaching in higher education institutions with the integration of digital technologies. The study focuses on the importance of professionally oriented vocabulary in developing students' communicative competence in academic and professional contexts. It analyzes modern digital tools that facilitate the acquisition of economic terminology, including learning management systems, mobile applications, and artificial intelligence-based platforms. The paper also discusses pedagogical strategies for effectively incorporating specialized vocabulary into language instruction and highlights the advantages and challenges associated with digital learning environments. The findings suggest that the integration of economic terminology through digital technologies enhances students' motivation, autonomy, and professional readiness.

Keywords: Economic terminology, foreign language teaching, higher education, digital technologies, digital learning environment, professional communication, vocabulary acquisition.

Introduction

In the context of globalization and the rapid development of the digital economy, the demand for specialists with strong foreign language skills and domain-specific knowledge has significantly increased. Higher education institutions are therefore tasked with preparing students not only for general communication but also for professional interaction in specific fields such as economics, business, and finance.

One of the key components of such training is the acquisition of economic terminology within the framework of foreign language teaching. This approach is closely related to the concept of English for Specific Purposes (ESP), which emphasizes the importance of teaching language in accordance with learners' professional needs.

At the same time, digital technologies are transforming traditional educational practices by providing innovative tools and platforms for language learning. The integration of economic terminology into digitally supported language instruction creates new opportunities for enhancing students' professional competence and engagement.

Theoretical Background. The teaching of specialized vocabulary, particularly economic terminology, is grounded in communicative and competence-based approaches. According to Hutchinson and Waters (1987), ESP focuses on meeting the specific needs of learners by integrating language learning with subject-matter content [1].

Economic terminology includes a wide range of lexical units such as technical terms, collocations, and discourse structures used in professional communication. Mastery of such terminology is essential for students pursuing careers in economics, business administration, and related fields.

Digital technologies support vocabulary acquisition by enabling multimodal learning, interactive practice, and immediate feedback. As noted by Nation (2013), effective vocabulary learning requires repeated exposure, contextualization, and active use, all of which can be facilitated through digital tools [2].

Digital Technologies in Teaching Economic Terminology. Modern higher education increasingly relies on digital tools to enhance language learning. Several technologies are particularly effective in teaching economic terminology:

1. Learning Management Systems (LMS). Platforms such as Moodle and Blackboard provide structured environments where instructors can upload specialized vocabulary lists, interactive exercises, and assessments. These systems support both synchronous and asynchronous learning.

2. Mobile Applications. Applications like Quizlet and Anki allow students to practice economic terms through flashcards, quizzes, and spaced repetition techniques. These tools are especially useful for memorizing complex terminology.

3. Online Corpora and Databases

Digital corpora such as the Corpus of Contemporary American English (COCA) enable students to explore real-life usage of economic terms in authentic contexts, improving their understanding of collocations and discourse patterns.

4. Artificial Intelligence Tools. AI-based platforms provide personalized learning experiences by adapting content to students' proficiency levels. They can also offer instant feedback on vocabulary usage and pronunciation.

5. Video Conferencing and Online Communication. Tools such as Zoom and Microsoft Teams facilitate discussions, presentations, and role-playing activities using economic terminology in real-time communication.

Pedagogical Approaches. The effective integration of economic terminology into foreign language teaching requires appropriate pedagogical strategies.

First, contextual learning is essential. Students should encounter economic terms within meaningful contexts, such as case studies, business simulations, and authentic texts. Second, task-based learning encourages students to use terminology in practical situations, such as negotiating contracts, analyzing financial reports, or presenting business plans.

Third, blended learning combines traditional classroom instruction with digital tools, allowing for a more flexible and personalized learning experience. Fourth, collaborative learning through online platforms promotes interaction among students, enhancing their ability to use economic terminology in communication.

Advantages of Digital Integration. The use of digital technologies in teaching economic terminology offers several advantages. One major benefit is enhanced accessibility. Another advantage is increased motivation. Interactive tools, gamification, and multimedia content make learning more engaging. Digital technologies also support **autonomous learning**, enabling students to take

responsibility for their progress. They can review materials, track their performance, and focus on areas that require improvement.

Furthermore, the integration of professional vocabulary enhances ****career readiness****, as students become familiar with the language used in their future professions.

Challenges and Limitations. Despite its benefits, the use of digital technologies presents several challenges. One issue is the digital divide, where unequal access to technology can affect learning outcomes. Another challenge is the lack of digital literacy among both students and instructors, which may hinder effective use of digital tools. Additionally, there is a risk of superficial learning, where students focus on memorization rather than deep understanding of terminology. Finally, excessive reliance on digital tools may reduce opportunities for face-to-face communication, which remains essential for language development.

Recommendations. To maximize the effectiveness of teaching economic terminology through digital technologies, the following recommendations can be made:

- * Integrate digital tools into the curriculum in a systematic and pedagogically sound manner;
- * Provide training for instructors in digital literacy and instructional design;
- * Use authentic materials and real-world tasks to enhance contextual learning;
- * Encourage active and collaborative learning through online platforms;
- * Combine digital and traditional teaching methods to achieve balanced instruction.

The integration of economic terminology into foreign language teaching in higher education through digital technologies represents a significant advancement in modern education. It aligns language learning with professional needs and prepares students for effective communication in the global economic environment.

While challenges remain, the benefits of digital tools in enhancing vocabulary acquisition, motivation, and autonomy are substantial. With proper implementation and pedagogical support, digital technologies can greatly improve the quality and relevance of foreign language education.



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